

## ES.1-12

Indicator	<b>ES.1-12: Number of education administrators and officials who complete professional development activities with USG assistance</b>
Definition	<p>Education administrators and officials are individuals involved in the organization, management, operations, and support systems within the education system. They may be employed by public organizations (e.g., school, district, county, province/state, central Ministries/Departments of Education) or private organizations (e.g., school, NGO). Their roles do not involve teaching or direct instruction of learners. Examples include, but are not limited to, the following: principals, superintendents, head teachers, coaches, trainers, inspectors, technical specialists, managers, etc.</p> <p>Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity.</p> <p>Education administrators and officials who benefit from the services or training delivered by the individuals or organizations directly trained by the partner as part of a deliberate service delivery strategy (e.g., cascade training) are counted.</p> <p>When calculating the total number of education administrators and officials, activities should count each administrator and official only once (regardless of how many professional development activities they successfully completed).</p>
Primary SPS Linkage	ES.1, DR.2, DR.4
Linkage to Long-Term Outcome or Impact	Professional development and training for education administrators and officials supports institutional capacity development and is important in sustaining a functioning and productive education system.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall reach of education programs and the extent to which they are supporting capacity development of individuals throughout education systems. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Policy.
Reporting Frequency	Annual
Data Source(s)	Official Reports from Implementing Partner(s)
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a></p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Number of males<sup>1</sup></li> <li>• Number of females<sup>1</sup></li> </ul>

<b>Indicator</b>	<b>ES.1-12: Number of education administrators and officials who complete professional development activities with USG assistance</b>
	<ul style="list-style-type: none"> <li>• Number of educators who are crisis or conflict-affected<sup>2</sup></li> </ul> <p><sup>1</sup> <b>All activities reporting on this indicator MUST report on sex disaggregates.</b></p> <p><sup>2</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.”</p>